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ABSTRACT

This document presents the Ohio Education Association's teacher evaluation policy and procedures. The first section sets forth the policy on teacher education and discusses the responsibilities of the profession as state or local level responsibilities. The second section points out limiting factors that often influence teacher evaluation. The third section suggests guidelines for local association action. The fourth section, an excerpt from THE LAW AND PRACTICE OF TEACHER NEGOTIATIONS by Wollet and Chanin, comments on teacher evaluation. The fifth section provides an example of the teacher evaluation procedure of the Columbus, Ohio, city schools. (MM)

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Info-Item
Educators Digest/ #4060

Teacher Evaluation

U.S. DEPARTMENT OF HEALTH
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NATIONAL INSTITUTE OF
EDUCATION

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Teacher Evaluation

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OEA - Policy on Teacher Evaluation

The Responsibility of the Profession

The Ohio Education Association and its members are committed to the improvement of public education. The organization believes that all public institutions seeking improvement must develop techniques for evaluations of the programs, personnel, and processes by and through which they provide such public service.

In public education, the responsibility for evaluation is shared. The public employer is accountable to the consumer and to its employees to regularly assess the growth, the development and the effectiveness of the enterprise, while at the same time the individual professional educator similarly needs guidelines for self and program assessments. All personnel, teachers, administrators, service personnel, and students must be involved in activities which lead to this type of evaluation that will produce change for the overall improvement of services rendered.

The most important purposes of evaluation are to improve the effectiveness of the individual practitioner, to inspire professional growth, and to shape a successful career in education. Therefore, evaluation should not be restricted to classroom teachers but must include professional personnel at all levels.

I. State Level Responsibilities

A. The state government has the responsibility to insure that local programs of educator evaluation provide due process to all educators and comprehensive and equitable evaluations.

B. All programs of evaluation of educators shall be locally developed and administered and follow the state and nationally developed association guidelines.

II. Local Level Responsibilities

A. The local board of education shall adopt negotiated programs and procedures for the evaluation of educators. These shall be mutually developed by, and be acceptable to, the teachers' association, the administration and the board of education.

B. The local teachers' or education association should use the following guidelines in developing the locally negotiated procedures for staff evaluations:

1. The program shall require that evaluations be carried on with the full knowledge and awareness of the educator.

2. The evaluator must meet with the educator to be evaluated before any evaluation procedures are initiated for the purpose of mutually determining the nature of, and the criteria for the evaluation and for providing background on those points to be evaluated.

a. The evaluator, through the board of education, must provide the framework which offers encouragement and resources to enable the staff person to develop and implement any agreed upon improvements.

b. The local evaluation program should recognize the need for a variety and quantity of evaluation techniques such as self-evaluation, classroom observation, job targets, and video taping.

c. The program should recognize that a professional evaluative process emphasizes performance rather than personality traits.

d. The program shall prohibit the use of pupil testing as a means of evaluating and/or ranking educators, pupils, groups of pupils by buildings, and school systems.

3. The evaluator should meet promptly with the staff member being evaluated following any formal evaluation procedure. The meeting should be held for the purpose of discussing those points previously agreed upon.

4. The evaluator must give to the staff member a copy of the formal evaluation report and a sufficient amount of time before any conference is held, so that the staff person can study the evaluation thoroughly.

5. Every educator shall have the right to indicate those evaluative documents in his personnel file which he believes are obsolete or otherwise inappropriate to retain. After a joint review with the superintendent or his designee, materials deemed obsolete should be destroyed. Disputes over the retention of such documents should be considered grievances, with action beginning at the superintendent's level.

6. The educator shall have the right to institute a grievance if the staff member concludes that deviation from agreed-upon procedure has occurred.

7. The procedure should provide that those educators whose performance is constantly judged to be unsatisfactory may, after reasonable time and resources for improvement have been provided, be subject to dismissal after following the due process procedure.

8. The programs and procedures for evaluation of educators should be periodically reviewed and, if necessary, revised by a joint association, administration and board of education committee.

9. The professional staff member may be held responsible for achieving reasonable objectives only when all other objectives upon which they depend have been met.

Limiting Factors That Often Influence Teacher Evaluation

Current research on teacher competence is becoming more and more particularized as the extreme complexity of the instructional process is recognized. Even the significant efforts of the past decade to develop observation systems for recording teacher-pupil interaction and classroom climate depend for reliability upon continuous training of skilled observers in the uniform application of subjective judgments about observed behavior. Research is also reinforcing the intuitive observation that certain schools and school systems build success while others block success and that, perhaps most importantly, the social context cannot be ignored in looking at the individual classroom.

Consequently, the OEA-IPD Division cites the following eight concepts that often influence and limit the anticipated results of most teacher evaluation programs. These limiting factors are:

1. Misunderstanding can result from ambiguity. The terms "supervision", "observation", "evaluation", and "assessment" are often erroneously defined as nearly synonymous. The OEA encourages the formation of local definitions at initial discussions.

2. Formal evaluation costs money. If a district is not willing to invest personnel, time, and dollars to provide a well-developed total program and still wants some improvement it should use a simple form of self-assessment.

3. Evaluation of only a selective segment of the school staff will cause difficulties and often adversely affect morale.

4. Mutual problems will develop if "personalities" or "authority" cloud a professional atmosphere that recognizes professional equality.

5. Evaluation to achieve growth and improvement should be used almost exclusively for the improvement of instruction and for the professional growth of the staff. Any other emphasis such as merit pay or punitive actions will defeat the proper purposes of teacher evaluation.

6. Exclusive use of outside agencies will negate the desired results.

7. Evaluation that fits all educators into a specific model causes rigid standards and conformity as opposed to creativity and innovation.

8. Oversimplification and narrow concepts of evaluation based on "efficiency" or "competency" are dangerous to the educational process.

Guidelines for Local Association Action

The evaluation procedures, criteria of competence, and a staff development program applicable to the performance and improvement of all teachers, principals, and assistant principals employed by the board shall be mutually determined and agreed to by the employing board of education and the appropriate organization representing the teachers, principals, or assistant principals to be evaluated. The procedures, criteria of competence, and program shall include, but need not be limited to, all of the following:

1. The development of staff evaluation programs must involve representatives of the staff to be evaluated:

   a) The establishment of criteria of expected job performance in assigned areas of responsibility; and

   b) Techniques and guidelines for the evaluation of competence as it relates to the established criteria.

2. The program of staff evaluation must be consistent with the stated philosophy of the school district:

   a) The board of education, administration, and staff must in the early stages of development, come to agreement of the purposes of evaluation; and

   b) The staff evaluation program should have as its primary goal the improvement of the personnel evaluated.

3. The evaluation program should be based on a variety and quantity of evaluation techniques such as self-evaluation, classroom observation, job targets, and video taping:

   a) The program should concentrate on performance and not be reduced to rating scales of teacher personality; and

   b) All evaluation of the professional staff member's activities should be conducted openly and with the member's full knowledge and awareness; and

   c) Follow-up activities must be an integral part of the evaluation program.

4. The evaluation of the evaluators and the evaluation program:

   a) Training of evaluators; and

   b) A program of evaluation will require the commitment resources of staff, funds, and time.

5. A schedule of when an evaluation is to occur:

   a) All personnel prior to employment should be thoroughly advised as to the evaluative procedures and instruments which are provided for by policy. Teachers should be informed as to who shall observe and evaluate their

performances and what the scope of the evaluator's authority will be.

b) A personal conference between teacher and evaluator following each formal classroom observation.

6. The evaluations must include specific and detailed recommendations as to improvement in performance and the means of assistance to obtain such improvement:

   a) Each professional staff member should be provided definite, positive assistance to correct professional difficulties and time to incorporate the recommended changes; and

   b) Each professional staff member should be provided with a copy of the formal evaluation report; and

   c) Provision that any formal evaluation must be reduced to writing and transmitted to the teacher within five days; and

   d) Provisions must be made for helping teachers upgrade their skills in any areas where the evaluation indicates they need improvement. Ideally, teacher evaluation results should be used as the basis for designing future inservice education.

7. A mechanism must be provided for resolving any possible disagreement between an individual being evaluated and an evaluator that arises pursuant to the evaluation program:

   a) Items to be placed in the professional staff member's file should be discussed between the professional staff member and the evaluator and should be signed by the individual to signify his notification that the item will be placed in the file; and

   b) The guarantee that all evaluations are confidential except to the extent that "reasonable and just cause" requires disclosure; and

   c) The opportunity for teacher to appeal his/her evaluation through the grievance procedure, and to state disagreement in a note attached to the file copy of the evaluation; and

   d) The right of representation prior to a reprimand, warning or other discipline; and

   e) That all materials placed in the file after initial employment shall be open the individual except for those confidential recommendations from outside the district.

8. Evaluation should continue regularly throughout the professional staff member's service, although the supervisory burden will naturally be greater in the early years of his service:

   a) Evaluation during the first year of a probationary contract shall occur at least twice each year, and at least once each year during the second or third year of a probationary contract, and at least every other year for individuals with continuing service status; and

   b) Finally, that the development of an evaluation procedure should be worked out only after assistance from OEA UniServ Staff.

Teacher Evaluation Comments

A.

1. All monitoring or observation of the work performance of a teacher will be conducted openly and with full knowledge of the teacher, with at least one (1) day's advance notice. The use of eavesdropping, public address or audio systems, and similar surveillance devices will be strictly prohibited.

2. Teachers will be given, upon request, a copy of any class visit or evaluation report prepared by their superiors and will, at their option, be entitled to a conference to discuss said report. In no event shall the teacher fail to receive the report later than one (1) day before such conference. No such report will be submitted to the central office, placed in the teacher's file or otherwise acted upon without prior conference with the teacher, if requested. No teacher will be required to sign a blank or incomplete evaluation form.

B.

1. Probationary teachers will be observed at least four (4) times each school year by their principal, supervisor, or director.

2. If a probationary teacher who is denied tenure requests the reasons for such denial, such reasons will be given to him orally, if he so specifies; otherwise they will be given in writing.

3. Probationary teachers not reemployed for the following school year will be notified by April 30. If a teacher is not notified that he will not be reemployed by April 30 of the third school year of his employment, he will acquire tenure.

C.

1. Teachers will have the right, upon request, to review the contents of their personnel file and to receive a copy at Board expense of any documents contained therein. A teacher will be entitled to have a representative of the Organization accompany him during such review. At least once every two (2) years, a teacher will have the right to indicate those documents and/or other materials in his file which he believes to be obsolete or otherwise inappropriate for retention. Said documents will be reviewed by an appropriate member of the Office of Personnel Services and if he agrees, they will be destroyed. A disagreement over the question of obsolescence or inappropriateness will be subject to the grievance procedure set forth herein and will be initiated at Level Two thereof.

Source: Excerpt from The Law and Practice of Teacher Negotiations by Donald H. Wollett and Robert H. Chanin. Bureau of National Affairs, 1970. 3:61-3:64. (Reprinted by permission.)

2. No material derogatory to a teacher's conduct, service, character or personality will be placed in his personnel file unless the teacher has had an opportunity to review the material. The teacher will acknowledge that he has had the opportunity to review such material by affixing his signature to the copy to be filed, with the express understanding that such signature in no way indicates agreement with the contents thereof. The teacher will also have the right to submit a written answer to such material and his answer will be reviewed by the Assistant Superintendent for Personnel and attached to the file copy.

3. Although the Board agrees to protect the confidentiality of personal references, academic credentials and other similar documents, it will not establish separate "confidential" files.

D. Any complaint regarding a teacher made to any member of the administration by any parent, student or other person which is used in any manner in evaluating a teacher will be promptly investigated and called to the attention of the teacher. The teacher will be given an opportunity to respond to and/or rebut such complaint.

E. If a teacher is to be disciplined or reprimanded by any member of the administration he will be entitled to have a representative of the Organization present.

F.

1. Prior to his annual evaluation, the principal or immediate supervisor of a probationary teacher will have had appropriate communication with said teacher regarding his performance as a teacher, including periodic conferences.

2. Final evaluation of a teacher upon termination of his employment will be concluded prior to severance. No documents or other material will be placed in the personnel file of such teacher after severance.

G. No teacher will be disciplined, reprimanded, reduced in rank or compensation, suspended, demoted, transferred, terminated or otherwise deprived of any professional advantage without just cause. In no case will this be done publicly unless so requested by the teacher. Any such action, including adverse evaluation of teacher performance, will be subject to the grievance procedure set forth in this agreement. Any suspension of a teacher pending final Board action will be with pay.

This proposal is designed to establish a system of evaluating teacher performance which is consistent with the basic notions of procedural due process. Moreover, while this

> proposal is designed largely to protect individual rights, it must also be structured so that the organization plays an appropriate role as the representative both of the particular individual involved and of other members of the negotiating unit.

While some school boards have been willing to give nontenure teachers the type of contractual protection provided by Section G, others have taken the position that to do so would defeat the purpose of the tenure system and render virtually meaningless the distinction between tenure and nontenure status. In order to accommodate the perhaps legitimate need for a "trial period" before a permanent employment commitment is made and at the same time protect all teachers from unjustified employer action, a proviso such as the following sometimes has been inserted after the words "without just cause":

> Provided that in the case of a nontenure teacher, termination will not be grievable unless allegedly arbitrary, capricious, or in bad faith.

Since school laws in most states reserve to the school board the unilateral right to terminate the services of a nontenure teacher without cause, without hearing, and without even a statement of reasons for its action, some school boards have contended that, even with the additional language, a provision of this type is illegal.

This argument is not persuasive. The failure of tenure laws to require school boards to provide the basic guarantees of procedural due process for teachers without that status does not mean that they prevent a school board from agreeing to the type of provision proposed. The provisions arguably do nothing more than complement tenure laws.

Columbus Teacher Evaluation Procedure *

* (NOTE: Procedure in Force During 1975-76)

XXI. Teacher Evaluation

A. The following number of evaluations shall be conducted by the building administrators based upon continuous experience in the Columbus Public Schools*:

1st and 2nd years	2 evaluations
3rd year	1 or 2 evaluations at administrator's option
4th and 5th years	1 evaluation
subsequent years	1 evaluation every fourth year, commencing with the ninth year

B. Evaluations provided for in paragraph A of this article shall be for the major purpose of assisting the teacher toward improved instruction.

C. When a building administrator deems that a teacher's performance is seriously unsatisfactory and it is the administrator's intention to formally reprimand, recommend involuntary transfer, non-renewal of contract, termination of contract, or other disciplinary action, or investigate further with the possibility of formally reprimanding or making any of the aforementioned recommendations, the administrator shall notify such teacher of his intent in writing on a form mutually agreeable to the Board and the Association. Such notification shall set forth the specific areas of alleged unsatisfactory performance. Following such notification the administrator shall evaluate the teacher's performance, observing all stipulations of this article except paragraph A. A conference shall be held between the administrator and the teacher to discuss the teacher's performance prior to any final action by the administrator. The teacher may be accompanied or represented by an Association representative at such conference and shall have three (3) days prior notification of the conference. Final administrative action in regard to the allege unsatisfactory performance shall not conflict with any provision of this Agreement.

D. Classroom observations of the work performance of a teacher for the purpose of a formal written evaluation shall be conducted openly with the observer visible to the teacher. A minimum of one (1) and a maximum of three (3) such observations shall be accomplished through prior arrangement with the teacher. In addition, a maximum of three (3) such observations may be accomplished at the convenience of the building administrator provided the number of such observations does not exceed the number of observations accomplished through prior arrangement.

E. A teacher shall be given a copy of any written evaluation or report on an observation.

F. No evaluation or report on an observation will be placed in the teacher's permanent file or otherwise acted upon without a prior conference with the teacher.

G. All evaluations or reports on an observation must be dated and signed by the teacher. Such signature shall not necessarily indicate agreement with the evaluation.

H. Teachers shall be permitted to affix comments to any evaluation or report on an observation prior to placement of the evaluation or report in the teacher's permanent file.

I. The factors to be used in evaluations conducted by the building administration shall be jointly developed by the Association and the Board.

J. The factors, forms, and procedures used in all evaluations of teachers shall be mutually developed and annually agreed to by the Board and the Association.

SYLLABUS
For Use With
APPRAISAL OF THE PROFESSIONAL
Revised - June 25, 1974

PHILOSOPHY

The philosophy underlying the development of The Appraisal of the Professional, A Step to Professional Growth, is inherent in the title itself.

The essence of this philosophy is evident in the following list of statements.

1. The appraisal system should allow for the development of a close working relationship between the professional and the evaluator. The goal of professional and evaluator must be an authentic attempt to assist in professional growth and development.

2. The professional appraisal system must be linked to professional growth or improvement in the assigned area of responsibility.

3. Focus of the professional appraisal system is to be on professional performance.

4. The professional fills many roles, some of which are not limited to the classroom.

5. Appraisal is to be conducted by the building administrator (or other immediate supervisor.)

6. The use of the evaluation instrument should be flexible enough to meet the needs of all professional staff, regardless of assignment.

7. Standards of effective performance should be established which are credible to the professional, undiminished by vague and loosely defined terms.

8. The appraisal system should provide a reasonable means with appropriate due process for terminating the employment of personnel who are not performing successfully.

GENERAL PROCEDURES

The "appraisal of the professional" must be viewed as a process through which professional performance is evaluated, plans for improvement of performance are formulated and recognition of success is formalized as a part of professional evaluation.

In order to be responsive to the varied assignments of professional educators the evaluation instrument must be interpreted as it relates to the professional's assignment. "Teaching Performance," for professionals performing their responsibilities in areas other than in the classroom, should reflect the effectiveness with which the individual carries out his specific assignment.

In the evaluation of guidance counselors both the counselor and the evaluator should give due consideration to the unique role of the counselor. The document entitled "The Role of the Counselor in the Columbus Public Schools," dated May, 1972 will be useful in understanding the role of the counselor.

Professional personnel who are not assigned to a specific school on a full-time basis will be evaluated by their supervisor and/or other professional who is knowledgeable about the individual's performance in a given program or assignment. If the evaluator is a person other than the building administrator, the evaluator shall be identified to the professional at the time of assignment or prior to October 1 of the initial year of assignment of the professional in the position.

THE MAJOR ACTIVITIES WHICH MUST TAKE PLACE

1. The evaluator arranges visitations and/or observations with each professional staff member for whom he is responsible for purposes of gathering information needed for appraisal of performance.

   A. The following number of evaluations shall be conducted by the building administrators based upon continuous experience in the Columbus Public Schools*:

1st and 2nd years	2 evaluations
3rd year	1 or 2 evaluations at administrator's option
4th and 5th years	1 evaluation
subsequent years	1 evaluation every fourth year commencing with the ninth year

   (Under normal conditions where two evaluations are provided above they should be spaced approximately two or more months apart.)

   B. Evaluations provided for in paragraph A. of this article shall be for the major purpose of assisting the professional toward improved instruction.

   C. When a building administrator deems that a professional's performance is seriously unsatisfactory and it is the administrator's intention to formally reprimand, recommend involuntary transfer, non-renewal of contract, termination of contract, or other disciplinary action, or investigate further with the possibility of formally reprimanding or making any of the aforementioned recommendations, the administrator shall notify such professional of his intent in writing on the Notice of Special Evaluation form (see attachment). Such notification shall set forth the specific areas of alleged unsatisfactory performance. Following such

*"Continuous experience" shall not include the consideration of a school year during which there was a leave of absence in excess of sixty-one (61) days.

notification the administrator shall evaluate the professional's performance, observing all stipulations of this article except paragraph A. A conference shall be held between the administrator and the professional to discuss the professional's performance prior to any final action by the administrator. The professional may be accompanied or represented by an Association representative at such conference and shall have three (3) days prior notification of the conference. Regular evaluations provided for in paragraph A. shall be performed before such Special Evaluations except when conditions threaten the physical or emotional well-being of pupils or when conditions result in a significant disruption of, or threat to, the educational program or the well-being of the school.

D. Classroom observations of the work performance of a professional for the purpose of a formal written evaluation shall be conducted openly with the observer visible to the professional. A minimum of one (1) and a maximum of three (3) such observations shall be accomplished through prior arrangement with the professional. In addition, a maximum of three (3) such observations may be accomplished at the convenience of the building administrator provided the number of such observations does not exceed the number of observations accomplished through prior arrangement.

2. Appraisal conferences are arranged for professionals who are identified in A or C above.

3. Goals for improvement, professional growth activities, and the general statements section must be completed by the professional and the evaluator if one or more ratings of unsuccessful are recorded.

4. The direct involvement in the evaluation process of persons other than building administrators or immediate supervisors shall be only under the following circumstances:

A. The Teacher Personnel Office may determine to become involved in cases where the building administrator or immediate supervisor (1) recommends a reprimand, an involuntary transfer, non-renewal of contract, termination of contract, or other disciplinary action as a result of the Special Evaluation; or (2) when conditions result in a significant disruption of or threat to the educational program or well-being of the school; or (3) upon the professional's request.

B. Area Principals, Supervisors (other than the professional's immediate supervisor) and other personnel shall be involved upon a professional's request or at the request of the building administrator or immediate supervisor. The role of area principals and supervisors directly involved in evaluation shall be to make recommendations for improvement to the professional being evaluated and such recommendations may also be communicated to the evaluator.

C. When an evaluation is being conducted as a result of a Special Notice and other personnel do observe the professional's performance and make any type of report to the evaluator or other administrator, such report shall be provided in full to the professional in a conference among the professional, the evaluator or other administrator, and the observer. The professional shall be entitled to Association representation at such a conference.

D. Final decisions as to a professional's evaluation shall remain with the building administrator or immediate supervisor.

E. Nothing in this section 4 is intended to restrict the evaluator from consulting with the Teacher Personnel Office about evaluation practices or procedures in general or to review the practices and procedures related to a specific evaluation of a professional.

COMPLETING THE APPRAISAL OF THE PROFESSIONAL FORM

Background Information

"Grade/subject/position" should be used because not all professional staff are assigned to the classroom. This piece of information can also be used as a check to see if the person is assigned to duties related to his major field of study and areas of certification.

"Degrees held" give some indication of the efforts of the individual toward professional improvement and professional preparation.

"Areas of certification" gives an indication of whether the person is assigned to an area in which he has professional competence, and should perform satisfactorily without undue stress.

"Years of continuous Columbus service" can be used as a cross check for the type of contract held and whether to appraise one time or two times a year.

"Service in present school" indicates familiarity with the school staff, pupils, community, and administration.

"Total years of experience" indicates prior professional experience regardless of the system and helps the appraiser form a picture of expected level of performance.

Observation Record

The administrator shall record the observations he has made prior to a conference with the professional.

The instrument may be dated and initialed by both professional and administrator at the time of observation. In the case of professional personnel performing duties other than in a classroom, the administrator may write "N" for not-applicable. Notations made during or resulting from an observation shall not be placed in the professional's personnel file.

Verification of Conference

This portion of the instrument complies with Item "G", Section XXI, of the negotiated contract, which states, "All evaluations or reports on an observation must be dated and signed by the teacher. Such signature shall not necessarily indicate agreement with the evaluation." This signature and date of the conference should be affixed upon completion of the instrument and termination of the conference.

Contents of the Evaluation

The "code" to be used in making the evaluation is as follows:

S = The professional who is meeting acceptable standards of performance.

U = Unsuccessful -- The professional who is not meeting the minimal levels of performance or competence expected.

N = Not Applicable -- For the professional who is performing duties for which all eight categories or individual categories would not or should not apply.

The professional will be given a facsimile of the official appraisal instrument and may consider each of the eight items and code in his response prior to the conference. Each of the items may be discussed during the conference and the evaluator may transfer the responses from the facsimile onto the official appraisal instrument.

Goals for Professional Improvement

This portion of the instrument may be filled in at the option of the professional and/or administrator, except when ratings of unsuccessful have been received. In the latter cases, one or more goals for improvement must be recorded by both the professional and the evaluator.

Proposed Professional Growth Activities

This portion provides space for both the evaluator and the professional to suggest specific activities for professional improvement. If one or more ratings of unsuccessful are recorded both the professional and the evaluator must participate in the completion of this section.

General Statements

This portion is provided to meet the following two objectives:

1. Completion of this section by the professional and the evaluator is required if one or more ratings of unsuccessful have been recorded. This provides an opportunity for both parties to comment constructively in regard to those areas marked unsuccessful. Comments in this space should be related to the factors being evaluated. This space is not provided for either party to introduce additional factors or to get in a "final word."

2. The professional and/or evaluator are encouraged to comment on outstanding levels of performance by the professional.

Distribution

Following completion of the conference and validation of the appraisal form by both professional and administrator signatures, one copy is to be given to the professional, one is to be sent to the Teacher Personnel Office, and one is to be retained by the building administrator.

COLUMBUS PUBLIC SCHOOLS
270 East State Street
Columbus, Ohio 43215

Notice of Special Evaluation Date _____

Dear _____,

This notice is to inform you that your performance, as deemed by the Administrator of _____ School, as a teacher in the Columbus Public Schools, is in need of a special evaluation in accordance with Article XXI., paragraph C. of the Agreement between the Columbus Education Association and the Board of Education. The area/areas of alleged unsatisfactory performance are indicated below.

_____ 1. Teaching Performance

_____ 2. Pupil Relations

_____ 3. Management Activities

_____ 4. Overall Value to the School Program

_____ 5. Personal Characteristics

_____ 6. Staff Relations

_____ 7. Parent-Community Relations

_____ 8. Professional Growth

Please select a time most convenient for you to discuss this matter. You are entitled to Association representation at this meeting.

Date _____ Time _____

Teacher's signature below indicates that this notice has been read but does not necessarily indicate agreement with the implications.

_____ _____
Teacher Administrator

INSTRUCTIONS FOR TEACHER EVALUATION:

"Notice of Special Evaluation" form

The Notice of Special Evaluation shall be handled in the following manner before any disciplinary action be taken against the teacher:

1. In accordance with Article XXI, paragraph C of the Agreement between the Columbus Education Association and the Board of Education, a teacher that is alleged to be unsatisfactory in his/her performance is to first be informed through the notice.

2. A check(s) will indicate the area(s) of alleged unsatisfactory performance.

3. A conference must be held before an observation and further evaluation. At this conference the teacher is entitled to Association representation. The request for the presence of a representative of the Association shall not delay this conference for more than one school day. During the conference the administrator shall identify specific professional performance which resulted in the decision to perform this special evaluation.

4. The teacher must sign both copies and return one to the building administrator.

5. Following the conference the evaluation process will follow all stipulations of the Agreement. See especially Article XXI., paragraphs C. and D.

6. The administrator's copy of the Notice of Special Evaluation shall be attached to the completed Appraisal of the Professional form only when a teacher receives one or more unsuccessful ratings as a result of the Special Evaluation process.

Professional _____ Building _____
Last First Middle Initial

☐ First Annual Evaluation
☐ Second Annual Evaluation
☐ Special Evaluation
Grade/Subject/Position _____

Major Field of Study _____

Areas of Certification _____

_____

Degree(s) Held _____

This Professional is in the

_____ year of continuous Columbus service
_____ year of service in present school
_____ year of total professional experience

CURRENT CONTRACT STATUS:

Assigned Substitute _____
Limited Contract _____
Continuing Contract _____

OBSERVATION RECORD

OBSERVATIONS THIS SCHOOL YEAR:

Dates	Professional initial

CODE FOR USE WITH EVALUATION

S - Successful U- Unsuccessful N - Not Applicable

	Professional* (Optional)	Evaluator
1. Teaching Performance – This professional provides learning opportunities for all students through planning, stimulating activities, and frequent evaluation. He develops a flexible methodology that is based on sound learning theory and prevailing conditions. He creates and maintains the appropriate intellectual and emotional climate for learning.	☐	☐
2. Pupil Relations – This professional applies sound principles of pupil growth and development. He respects individual differences. He is reasonable and impartial. He creates and maintains a democratic atmosphere within his classroom, yet merits pupil respect.	☐	☐
3. Management Activities – This professional makes efficient use of time and facilities. He organizes classroom activities and materials. He maintains student interests and is able to manage groups of pupils.	☐	☐
4. Overall Value to the School Program – This professional understands the objectives of the entire school program and contributes to its success by assuming responsibilities beyond his specific assignment. He complies with reasonable rules and requests and is accurate and punctual in completing necessary reports and records. He is a positive influence toward building the school into an increasingly effective educational unit.	☐	☐
5. Personal Characteristics – This professional is concerned with the effect of his total person on his pupils, the school, and community.	☐	☐
6. Staff Relations – This professional relates and organizes his responsibilities in cooperation with those of others. He is a positive influence on the morale and well-being of the staff.	☐	☐
7. Parent-Community Relations – This professional strives to interpret the school's objectives, program, and policies to parents and the community. He contributes to the success of community organizations serving the needs of the school.	☐	☐
8. Professional Growth – This professional constantly seeks to improve his performance through study and experimentation. He adheres to a professional code of ethics.	☐	☐

* The professional has the option of evaluating his performance in each of the eight categories.

BOTH THE PROFESSIONAL AND THE EVALUATOR MUST COMPLETE ALL SECTIONS IF ONE OR MORE RATINGS OF UNSUCCESSFUL ARE RECORDED

GENERAL STATEMENTS

Professional	Evaluator

Either or both parties should identify one or more goals for professional improvement in the spaces provided:

GOAL DESCRIPTION	SELECTED BY
1. _____	Professional _____
_____	Evaluator _____
2. _____	Professional _____
_____	Evaluator _____
3. _____	Professional _____
_____	Evaluator _____

PROPOSED PROFESSIONAL GROWTH ACTIVITIES

	SELECTED BY
College or University Course(s) _____	Professional _____
_____	Evaluator _____
Professional Growth Course(s) _____	Professional _____
_____	Evaluator _____
Assistance of Staff Member(s) _____	Professional _____
_____	Evaluator _____

_____Principal _____Instruction Coordinator
_____Assistant Principal _____Department Chairman
Other _____

EVALUATOR'S RECOMMENDATION:

Continue in present assignment _____. Involuntary transfer _____.
Non-renewal _____. Terminate _____. Other _____.

The Professional's signature below indicates that the conference has been held, and that the Professional has seen, but does not necessarily concur, with this report.

_____
Date of conference

_____
Professional's signature

_____
Evaluator's signature, title